

QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Spring 2002 | Volume 74 | No. 1

Taking a Bold Step into the 21st Century

**CNR Rededicates
Mother Irene Gill Library**
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We are proud to announce that
Quarterly has been recognized for
excellence in journalism, receiving
a 2002 Clarion Award from the
Association of Women in
Communications –
Westchester Chapter.

mailbox

A Beautifully Accomplished Issue

Congratulations on the Winter 2002 issue of *Quarterly*. The theme of education as the foundation of excellence and the purveyor of character and virtue was beautifully accomplished. I approved, too, of the [educators] portrayed as models, ranging from elementary through college. No level was ignored.

The piece on Sr. Gregory Horgan touched me deeply. Such a wonderful, committed religious who carried learning and values from CNR to Botswana, Africa deserved recognition. She made that great little place richer by her presence and her story is an inspiration to "roll along," as President Bush might say.

Thank you for the effort and research that went into producing such a splendid tribute to education, the best gift anyone can offer to another.

Bernadette P. Jordan



Mother Therese

A Profound Influence

I was so delighted to see Mother Therese honored, be it ever so briefly, in *Quarterly* (Winter 2002). She had a profound and positive influence on my life. I really came to know Jesus in her freshman theology class. Warm and fond memories are held in my heart for this loving woman.

Claire Fordrung '55

If you would like to comment on any of this issue's articles, send your letters to Lenore Carpinelli, *Quarterly* Mailbox, The College of New Rochelle, 29 Castle Place, New Rochelle, NY 10805 or email her at lcarpinelli@cnr.edu. We reserve the right to edit letters for length and clarity.

QUARTERLY

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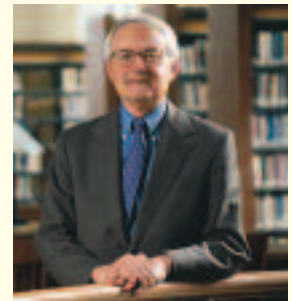
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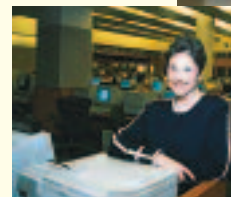
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Cover: The Main Reading Room of the newly renovated Mother Irene Gill Library.
Photo by John Vecchiolla.



TAKING A BOLD STEP INTO THE 21ST CENTURY



A two-story atrium creates a dramatic impact upon entry to the new Gill Library.

On the brink of its centennial, the College reaffirmed the importance of its mission in grand style with the rededication of Mother Irene Gill Library on April 11. Long considered the intellectual heart of the College, the Library's reopening — following a two-year, multi-million dollar renovation made possible with funds raised during the College's recent capital campaign and the assistance of a \$1 million grant from New York State for technology — was marked with an all-day celebration, highlighted by the blessing of the new library by Edward Cardinal Egan, Archbishop of New York.

"This renovated library is the result of extraordinary generosity on the part of the College's alumnae/i and friends," said Dr. Stephen J. Sweeny, CNR President, during the rededication. "On this occasion, we reflect on the centrality of the library in the life of the College. We pause in tribute to the extraordinary

CNR REDEDICATES MOTHER IRENE GILL LIBRARY

BY LENORE BOYTIM CARPINELLI SAS'89

Ursuline who brought this College into being, and we welcome the Pastor of the Church of New York, Edward Cardinal Egan, and invite him to lead us in the blessing of this renewed, precious resource which serves this campus and the community of New Rochelle, of course, but through the miracle of electronic linkage is an indispensable tool for the 4,500 students on the six New York City campuses as well."

Built in 1938, the renovation of Mother Irene Gill Library has transformed the library into a state-of-the-art

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Left: Edward Cardinal Egan blesses the interior of the Mother Irene Gill Library.

Inset above left: Edward Cardinal Egan formally blesses Mother Irene Gill Library as New York Lieutenant Governor Mary O'Connor Donohue '68 and CNR President Dr. Stephen J. Sweeny look on.



With a range of study spaces from soft, comfortable chairs, to long oak tables, to study carrels, the Library is an ideal place for both quiet and group study.

Taking a Bold Step

(continued from page 3)

learning environment fully prepared to meet the needs of The College of New Rochelle's students well into the 21st century. Retaining its majestic Gothic exterior, a magnificent two-story atrium with colonnade glass panels provides a striking impact upon entry and creates a dynamic and energetic heart for the library. With dramatic archways and vaulted ceilings as well as a multitude of small, cozy study spaces, the library is at once a spectacular statement and a welcoming, comfortable setting for students to advance their educational goals.

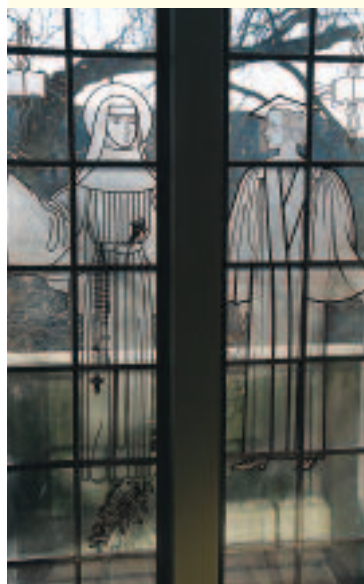
With technological enhancements that include over 200 data ports to access Gill's extensive online databases and the Internet, dozens of computer workstations throughout the library, and a computerized Bibliographic Instruction Room to enhance students' research ability using the latest information technology, the new library is the ideal setting for students to develop

their intellects to the fullest potential. Combine this technology with Gill's extensive collection of over 200,000 volumes and wonderful, rare book collections of James Joyce, Thomas More, and about our own beloved Ursulines, and it becomes eminently clear that Gill

Library is a remarkable testament to The College of New Rochelle's deep commitment to its mission, which it has been faithful to for nearly a century.

In recognition of this impressive transformation, the rededication, held on a beautiful spring day in April, began

ALUMNAE MEMORIAL WINDOW REMAINS A FOCAL POINT



Positioned at the south end of the Library's Main Reading Room, the Alumnae Memorial Window has long been a source of wonder. Sixteen feet high and twenty feet wide and designed around the theme of the transmission of wisdom and knowledge, the window features seven figures – Aristotle, Saint Augustine, Saint Thomas Aquinas, Saint Ursula, Saint Angela Merici, a college girl, and a young child. With the renovation of Mother Irene Gill Library, the window has been replaced, yet the original design has been completely recaptured with the aid of digital technology. Now better than ever, not even the keenest eye could tell the difference.



The new Library features state-of-the-art technology including dozens of computer workstations and a Bibliographic Instruction Room.



Students can greatly enhance their research ability with the resources of both printed and technological materials easily accessible.

with a formal Academic Convocation in Holy Family Chapel, where more than 300 faculty, staff, students, alumnae/i, and friends of the College looked on as New York State Lieutenant Governor Mary O'Connor Donohue '68 shared her memories of Gill Library as a student, and as tributes were made to Gill Library and its namesake, College foundress Mother Irene Gill, OSU.

"Gill Library was and remains a magnificent building," said Dr. James T. Schleifer, Dean of Gill Library, during his tribute. "It boasts a dignified simplicity inside and out and has wonderful qualities of light and spaciousness... We were told by the architect when planning began five years ago that students will come if the renovation succeeds. Well, I'm incredibly pleased to say that our initial statistics for student use of Gill show a 60 percent increase in attendance since the library reopened in January."

Recalling Mother Irene Gill, Sr. Irene Mahoney, OSU, '41 said, "At a time when women could not yet vote, when it was nigh to scandalous, as well as illegal, for a woman to own property in her own right or to have a career, Mother Irene decided to open a Catholic college, not for the daughters of privilege but for the ordinary – those who might not otherwise have the opportunity....

"She saw the need for developing all the faculties of young women. Knowledge, she believed, was a precious gift to be cherished and transmitted... It is hard to imagine a more fitting memorial for this woman who believed so resolutely in the quest for knowledge, who dared to ask questions that we are still seeking answers for today."

During the Convocation, an honorary degree was bestowed on Edward Cardinal Egan in recognition of his role as spiritual leader of the Archdiocese of New York and for his leadership in support of Catholic education.

Tracing his life of devotion to God, the Church, and the people of faith he has led, Dr. Sweeny said of the Cardinal, "To stand in the midst of this community [of New York] 'as one who serves' means confronting unprecedented and often unequalled pastoral and moral challenges, changing demographics, and scarce resources.... And no Pastor of New York has ever been called to service in circumstances remotely resembling the pastoral needs of New York on September 11 and in these months following....

"And so for hours and days and months since the morning of September 11, the Cardinal has stood in the midst of his people as one who serves – presiding over scores of funerals and memorial

services, praying in cherished private moments with the grieving and anguished, comforting a city and a nation in special public moments of prayer at Yankee Stadium and Ground Zero. And his witness has been a source of encouragement to all of this community of faith who joined him in comforting the grieving and in honoring the dead."

In accepting his degree, Cardinal Egan said he was delighted to be at the College because it allowed him to join in support of the College's commitment to education, to be back in the wonderful atmosphere of higher learning that the new Gill Library epitomizes, and to pay tribute to the Ursuline Sisters.

"This institution of higher learning has as its focus, its charisma, its inspiration, the goodness of a very special woman – St. Angela Merici – who back in the 1500s in Brescia, Italy, formed a company of women, the Ursulines, to bring education to girls and young women."

Following the Convocation, the entire assemblage processed to the Library Terrace where Cardinal Egan formally blessed the library, reading the prayer given by the Most. Rev. Stephen J. Donahue, D.D., administrator of the Archdiocese of New York, as he officiated at the opening of the Gill Library in 1938. With President Sweeny, Cardinal Egan then went into the library to bless selected locations. He was joined by invited guests, including alumnae/i who had made significant gifts to the College for the library renovation.

The day's events were a fitting celebration, marking the end of the long-awaited renovation of Mother Irene Gill Library and, more importantly, a new beginning as the Library, now renewed and reinvigorated, once again takes its place as the academic epicenter of intellectual discussion at The College of New Rochelle — providing students with the means to advance their studies in both traditional and technologically innovative ways and continuing in its role at the heart of the College's mission of providing wider access to education and encouraging the pursuit of lifelong learning.

In Recognition of Overwhelming Generosity

On the evening before Gill Library was officially rededicated, a special dinner was held to recognize the generous contributions of those alumnae/i and friends of the College who had supported the Capital Campaign, which provided the funds to renovate the Library.

Posing in the lobby of the new Library are Doug and Mary Hogan Hearle '56, Dr. Stephen J. Sweeny, CNR President, and Dr. Laura Ellis, Dean of the Graduate School.



Ardent supporters of the College for many years, the late Ralph and Mary Fischer Bell '34 are now permanently memorialized at the College through the Ralph and Mary Fischer Bell '34 Reference Room. On hand to celebrate the recognition were Ralph and Mary Bell's daughter Elizabeth LeVaca (second from right) and her husband Joseph (far left) and Ralph and Mary Bell's grandson Christopher Fuhrman and his wife Jean (second and third from left).



Among those celebrating the Library Rededication were Mary Jane and George Neumann and Sr. Jeanne Brennan, OSU '45 (right).

Check the Time on the Refurbished Clock Tower

As you walk across the campus, you can now accurately check the time thanks to the refurbishment of the Library's exterior clock. The Seth Thomas pendulum clock, which for several years has not been operational, was repaired through no easy effort. Because the parts for the clock are no longer manufactured, each gear had to be rebuilt from scratch. In recognition of the "lifelong commitment to the sharing of personal gifts and talents through scholarship support with new generations of students" made by Joan Henderson Cook '51 (pictured here with Dr. Stephen J. Sweeny, CNR President) and her late husband James to the Library Campaign, the Clock Tower has officially been named the James and Joan Henderson Cook '51 Clock Tower.



WITH REGRETS BUT FOND MEMORIES

March 22, 2002

Dear Dr. Sweeny,

It saddens me to have to miss this great event and to send my regrets for I have a special interest in Mother Irene Gill Library. This invitation evokes many memories.

When I was an undergraduate, I worked in the old library in the Castle for 25 cents an hour. In those days, two dollars earned for eight hours of shelving and marking books could take you to New York City for a Saturday - 20 cents round trip on the A trolley and Lexington Ave. subway, 55 cents for a matinee on Broadway, and sometimes a daring 75-cent drink at the Biltmore. More often the Metropolitan Museum, the Frick, the 57th Street galleries, all for free.

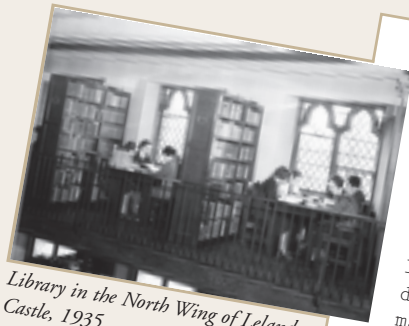
Jobless after graduating in 1937 in the depths of the Depression, I enrolled at Columbia's School of Library Science, and I continued to work at the CNR library until I completed my master's degree in 1940 and moved on to a special libraries job in New York.

When Gill Library opened in 1938, I was part of the moving team, packing and labeling and then unpacking hundreds of shelf-size cartons that were slowly transported from the Castle to the new building. Once opened, I was put in charge of the periodicals and reserved book section, and among other tasks, I created quite a few exhibits for the display case in the main lobby.

So, I wish I could be present for the rededication, but I look forward to seeing the new library in June, when I hope to attend the 65th reunion of the Class of 1937.

Sincerely yours,

*Miriam T. Friend
CNR '37*



Library in the North Wing of Leland Castle, 1935



Everyone mingled at the cocktail hour, including Ann Pfobl Kirby '49 and her husband William (couple on left) and Mary Jane Kann Reddington '45 and her husband Jack (couple on right), before being treated to tours of the new Library.



Gill Library, 1956

The Library lobby now has another artistic focal point with the donation of the Walter Horak sculpture "People Could Fly" by CNR President Dr. Stephen J. Sweeny and his wife Barbara in honor of Dr. Sweeny's late mother, Isabel Sweeny, and Barbara's late aunt, Mary Joyce.



Bill Webster's generous donation was made in memory of his late wife, Mary Fulbeck Webster '31.



Long-time supporters of the College, Michael and Betty Romita and Mauro C. Romita (right), pictured here with Dr. Stephen J. Sweeny, CNR President, joined in the celebration.



THE TRANSFORMATION OF LIBRARIES TODAY —

KEEPING IN STEP WITH THE TIMES

A Conversation with Dr. James T. Schleifer, Dean of Gill Library

With the opening of the new Gill Library, *Quarterly* Editor Lenore Boytim Carpinelli SAS'89 and writer John Coyne recently sat down with Dr. James Schleifer, Dean of the Library, to discuss the transformation libraries in general and Gill Library in particular have undergone to meet the needs of today's students and what lies ahead.

In this electronic age, how has the traditional library changed to remain relevant?

Dr. Schleifer: It has changed dramatically since I first became Director of Gill Library in 1987. I see the change particularly with the librarians. Librarians, on any given college campus, are among the groups most computer literate, most comfortable using computers. Librarians today are a computer-based profession because all of the functions of the library increas-

ingly are becoming computerized.

When did this computerization really begin for libraries?

Dr. Schleifer: It began with the card catalog in the early '80s, when libraries began to make their book records machine readable. Next came the public, online catalogs, which was the first big step for academic libraries. Then automated circulation, using computers. Increasingly, beginning in the '90s, we added

new computerized functions, new databases and additional computers to provide access to the Internet.

We've also seen libraries change in their budget allocation. Once upon a time, the library budget was for books and journals. Now, a big, competing section of the budget is fees for licensed databases.

Do you see a time when the library will become completely electronic? In other words, will books just disappear?

Dr. Schleifer: In the early '90s, there was a lot of discussion that books were going to disappear, and there was a movement to put everything online. But the shift hasn't happened as quickly as people thought. It has begun to happen, however, with journals.

I think the time will come when we won't be relying as much on printed periodicals, but books will take longer. How long? I don't know. Probably not for at least another 20 or 30 years. We may reach a point where more books are published online as well as in print. But to go back and put the millions of volumes already printed online, well, that will take a long time.

I also think that reference materials, such as encyclopedias, are increasingly going to be online. We're seeing that already. There's also a movement towards 24-hour online reference help where people can, by email, have reference questions answered and have access to reference materials. But the traditional book, the holdings of the library, are

not going to be replaced as quickly by scanned online material.

Given all that, how prepared is the new Gill Library to meet the needs of students today and in the immediate future?

Dr. Schleifer: I'm sure there are certain areas where people could point and say we're not state of the art, but generally we're in very good shape, very strong shape in terms of computerized resources. We have a very rich collection of online databases.

In the last few years, we've also developed our library home page. We have a very good home page that has a list of all the periodicals and all of our databases. Our librarians have also organized a lot of free Internet resources by subject area so that stu-

dents interested in history or health sciences or women's studies or whatever the subject happens to be can easily access the Internet sites that the librarians and the faculty recommend. We also have our library's catalog online, as well as a place where students can suggest books to buy, and a place where students can look at their own library records and so on and so on.

We now have many more computer work stations in the library. We have places that are wired for students to come with their own laptops, and we provide laptops at the circulation desk. And, we are going to be a pilot project for the College's IT department, who are going to put a wireless transmitter in the library so that laptops can be used anywhere.

With all that can be done online, some might question why we need a physical library?

Dr. Schleifer: All the technical improvements do raise the question of whether the traditional, physical library is useful. Has innovation really outdated a physical library?

But people are discovering that the library as a place, as a building, is still very much in demand. We have seen a big increase in the number of students using the library. Students are using our computers; they are using the reference services; they are here in the study space. And, they are using the group study rooms.

The Gill Library is a place where people can come and get help from the librarians
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The Main Reading Room and the Alumnae/i Room are two very special places. The big oak reading tables in the Main Reading Room have been refinished, and there is new shelving and chairs, new lighting, and a new ceiling. The reading room is completely transformed, but it looks the same. It really is a beautiful room.

Keeping In Step

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about how to use these resources, how to find the right sources, how to use the databases. It is a place where students can come to have a quiet study space — which is important on any college campus — and just a place where you can go and sit and read and have the quiet to think and reflect.

It is also a place where they can see friends and work with friends. Students today like to work together, quiz each other, go over assignments together, and work on joint projects that might have been assigned. The new library provides space for this type of group study, as well as space for the individual student who just wants to be alone.

I think the answer is — as people have been discovering — that as libraries become more sophisticated in the electronic sense and in computer access, there's still an enormous student interest in, and a student demand for, our space. We're all feeling that Gill Library is a much busier place.

What are some of the other special features of the physical library?

Dr. Schleifer: I am most happy about the climate controlled book vault that we have for the College archive and for the rare books. We never had that before. Now we have a place where these precious books can be kept with the right temperature, the right humidity. That's a wonderful thing.

We also have a very fine library instruction room, com-



...as libraries become more sophisticated in the electronic sense and in computer access, there's still an enormous student interest in, and a student demand for, our space. We're all feeling that Gill Library is a much busier place.

pletely networked and with an interactive system. So each student who is being instructed on using databases has his or her own computer to actually do what is being asked, and the librarian who's running the class is able to see what's happening on everyone's screen. The room can also be used for faculty and staff workshops. It has many uses.

The Main Reading Room and the Alumnae/i Room are two very special places. The big oak reading tables in the Main Reading Room have been refinished, and there is new shelving and chairs, new lighting, and a new ceiling. The reading room is completely transformed, but it looks the same. It really is a beautiful room.

The other room that's special is the Alumnae/i Room. The furniture is new, the lighting is new, everything is new. But, again, the look of it is the same, and the sense of it is the same. The architects did a wonderful job. When I think about the library, I think about those two rooms as being particularly beautiful, and Gill Library itself as particularly special.

What do you think is the most important element of the new library? Is it technology or the physical building?

Dr. Schleifer: Well, the technology is here so the students can find the tools they need. But what is also here is the attraction of the renovated library itself, the comfortable space. We're getting into the

warmer part of the year and the air conditioning will be more apparent to people. The heating system is new, the lighting is now much more adequate, and it's much more comfortable. There are a number of soft seating areas. The library is much more attractive and friendlier. Students are finding their favorite little areas. They are being drawn into the place.

Besides your office, have you found a favorite place in the library that you like?

Dr. Schleifer: Yes. One of the great things about the library right now is that there are various places where one has a wonderful perspective. The designer was able to take the old building and preserve a sense of its large spaces and graciousness. One of my favorite places is the dramatic entryway. It is a very effective architectural statement.

Another place where you have a wonderful perspective is the gallery on the second floor above the front door. I've threatened to make my office the gallery area. So, if I wasn't in my office, I'd sit in that gallery. It's a wonderful space.

To go back to the books in your collection of over 200,000 volumes in Gill Library, what do you think is the most important collection in terms of history or value?

Dr. Schleifer: Well, there is the James Joyce Collection, the Ursuline Collection, and the Thomas More Collection. There's also a miscellaneous group of rare books that we simply call the Special Collection. That collection has various Bibles and first editions, all very special in one way or another.



One of the great things about the library right now is that there are various places where one has a wonderful perspective. The designer was able to take the old building and preserve a sense of its large spaces and graciousness.

But when we talk about value, it really depends on what kind of value you mean. Out of all that we have, what would be impossible to replace? Rare books could be replaced at great cost, obviously, or in some cases maybe they couldn't be replaced, but there are other examples elsewhere in the world. But the College archive could not be replaced.

In one sense, the Ursuline Collection, where we have books and documents from as early as the 17th century relating to the Ursuline history, is very valuable. We have a full collection of printed materials about Ursuline communities, the mission work, books on the service activities of various Ursuline communities. In fact, it's the only such Ursuline collection that is held by an academic institution.

In terms of value as rare books, the two collections — Joyce and More — are very valuable. In the More collection, we have early 16th century works as well as 17th, 18th, 19th, and 20th century works. One volume in the More collection dates from about 1518. It's probably the earliest book we have, nearly 500 years old.

The richness of the Joyce Collection derives from the fact that they are first editions. In fact, we have first editions of most of Joyce's work. We have first editions of *Ulysses* — the first edition in England, the first edition in France, the first pirated American edition, the first American edition. We have a special edition illustrated by Matisse and signed by Matisse. We have another illustrated edition by Robert

Motherwell. And we have first editions of most of the rest of Joyce's work, and then a large supporting body of secondary works, Joyce criticism, that sort of thing. We also have a significant number of first and signed early editions of the works of Oliver St. John Gogarty, a contemporary of Joyce.

One of the first editions of *Ulysses*, one of only 750 of that edition, sells in the rare book shops for \$35,000. First editions of Joyce are very valuable, as are the early Thomas More books.

Overall what do you think the impact of the new library will be on the College, for everybody, from the faculty to the staff, the students?

Dr. Schleifer: Well, the students have been responding very, very positively. They are

enjoying the fact they have a place to study. A place that they can be proud of in terms of a modern facility. The faculty also are very impressed with the library. They think it's architecturally very successful. So, in that respect, the impact has been very positive.

I believe the new library will help with recruitment. It's a great place to show potential students. I certainly hope it will help with donors and fund raising, because the last capital campaign was largely devoted to this project. In addition, I believe the library propels the College forward so people begin to think, "Well, what's going to be next?"

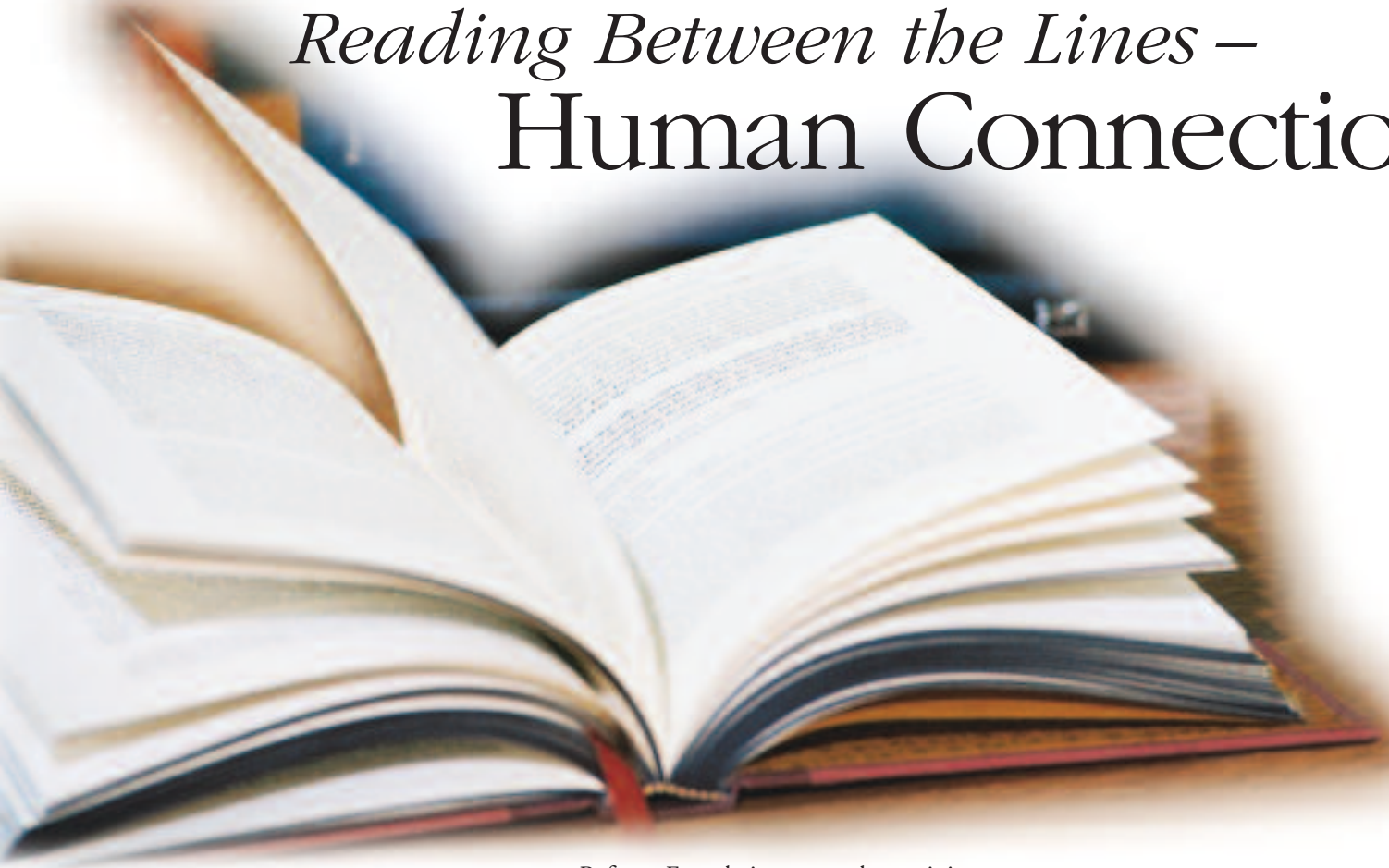
It's make or break, do or die, a tiny window of opportunity that could determine success or failure for the rest of your life... and you're only 6 years old.

If literacy experts agree on anything, it is that first grade is a crucial crossroad: students will either attain the basic skills needed for the years ahead or begin to fall seriously behind. "The first three months are critical," says Sandra Priest Rose GS'77, treasurer of the Reading

ed tutor and family in need. But do we have the commitment to establish and nurture that connection?

"It really can be frustrating," says Susan Gitlitz-Tucker SNR'80 GS'85, director of a successful Port Chester family literacy program that was shuttered when federal funding dried up. "This is such a wealthy country, with so many resources."

Reading Between the Lines – **Human Connection**



Reform Foundation, a teacher-training group active in some of New York City's most troubled neighborhoods.

You'll find many CNR alumnae/i and educators on the front lines in the literacy wars, teaching children or training teachers to make the most of these crucial, formative years. But you'll also find them working to rescue a growing number of adults, including millions of recent immigrants, struggling to catch up.

In unison, they say we can make America a more literate society; if we make this goal a priority. Their experiences show that reading is born of a human connection — between parent and child, teacher and student, dedicat-

Reading the Numbers

America may be the wealthiest nation on Earth, but is it the most literate? In his ominously titled "Twilight of American Culture," author Morris Berman notes that 6 in 10 adults have *never* read a book, and only 6 in 100 read even one book a year. Are we suffering a national "literacy problem," and how serious are the symptoms?

The very definition of literacy is a moving target, changing from study to study and evolving as life becomes more complex. "A hundred years ago, you were considered literate if you could write your name and read a few Bible verses," says Dr. Katherine Maria SAS'58, GS'72, a professor of literacy education

at CNR. Today, the bar is higher: we view literacy as the total skill set needed to function on the job and in society.

By those criteria, the ground-breaking National Adult Literacy Survey (NALS) of 1992 found more than 20 percent of adult Americans could not read well enough to fill out an application, decipher a food label, or read a simple story to their children. Joining these 44 million Level 1 readers were 50

Poor literacy skills not only reflect the larger problems of America's schools and society, but serve to perpetuate these problems. The NALS report pointed out that 43 percent of Level 1 readers live in poverty, and that 7 in 10 prison inmates are Level 1 or Level 2 readers.

Cracking the Code

The good news, says Dr. Hathaway, is that "we've really become very good at

Hoping to close this gap, many states now emphasize tougher standards and standardized testing. But does the resulting pressure only add to the problem? "We've become very competitive in school, with a tremendous focus on test preparation, especially in paragraph writing," Dr. Hathaway says. "But ironically, because second- and third-grade teachers now have less time to work on reading fluency, children often can't

Key to Improving Literacy

BY GARY ROCKFIELD

million more at Level 2, unable to read or comprehend above the eighth-grade level. A 1997 comparison with 11 other Western nations found only Poland with a greater percentage of low-level literacy.

"Our most pressing issue is how we handle the invisible population of adult non-readers," says Dr. Kathryn Hathaway, another CNR professor of literacy education. "People go to tremendous lengths to mask their problems. We must make it more acceptable for people to come forward and admit they need help."

And what do the numbers say about America's young? Again, the view depends on which criteria you happen to have handy.

"Contrary to popular belief," writes American Federation of Teachers President Sandra Feldman, "international comparisons put the reading of U.S. students on a par with many other industrialized nations." But the 2000 National Assessment of Education Progress estimated that more than one-third of America's fourth-graders are reading below "basic" levels for that grade. And national averages only hint at the crisis in poor rural and inner-city areas; Mayor Richard Daley, for example, has acknowledged that two-thirds of all students in Chicago's public school system are functioning below grade level.

teaching school-age kids how to decode. Most of them are able to break the code, grasp that letters do have sounds.

"But some children," she adds, "do not develop the vocabulary or the mental stamina to *use* this skill. They may not get enough practice that is meaningful and fun; they don't develop the automatic 'word bank' to handle even simple books. The result is that they read less than other students, and the skill gap widens as reading becomes an important tool in learning other subjects."

Early vocabulary, "print awareness," and other vital factors are largely instilled at home — even before children walk through the schoolhouse door. "At this 'emergent reader' stage, literacy is all around you," Dr. Maria explains. "But unfortunately, many children come from homes where they are not exposed to words, where nobody reads them stories, where even signs out on the street are covered over in graffiti."

The first-grade teacher "is incredibly important," she adds, and yet "the teacher cannot give individual attention to 23 kids; only the parent can do that. Some parents *work* to make their kids smart — you can see them in the supermarket, pointing out each object, always talking to the child. Others hardly talk to the child at all. This is why children start out school at very different levels, and the gap just keeps growing."

read the text they're supposed to write about." That makes it more important than ever to give K-1 students frequent entry points to reading; they aren't likely to get these opportunities later on.

"Standardized test scores may tell you that a child isn't reading, but they don't tell you why, or how to teach him," says Dr. Maria. "Teachers need more training in assessment; that's why the [Gates-MacGinitie] reading test I help write comes with a detailed manual on how to interpret results and plan a strategy from there."

Schools need the personnel to provide more individual attention, says Dr. Hathaway, who runs a practicum in which CNR teaching students work with local at-risk children. "Research keeps proving the importance of smaller class size, but schools are seeing enrollments rise faster than financial resources."

But lack of money isn't always to blame, adds Sandra Priest Rose. "Even affluent schools are not doing the job they should when it comes to literacy. The private tutoring these families can afford helps mask the problem."

Desperate for Training

"We *have* learned a lot about how kids read and how complex it is; we've come a long way since Dick and Jane,"

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Reading Between the Lines

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says Dr. Maria. “But we need more staff development. Most classroom teachers and special ed teachers are not well prepared for literacy teaching.”

Rose emphatically agrees. Frustrated amid a landscape of student failure, she and several South Bronx teaching colleagues banded together in her living room in 1980 to create the Reading Reform Foundation. Charging schools just a fraction of its costs, the foundation offers teacher-training courses and sends trained mentors to work with teachers in New York City classrooms.

“We found there was a huge number of public-school teachers who were desperate for good, structured training,” Rose says, and Reading Reform trains them to use a highly structured, multi-sensory phonics approach. “You start with the individual letters and sounds, then groups of letters that form a sound, and so on.”

But “structured,” she adds, doesn’t have to mean “dull.” “Words aren’t learned by rote but understood by their meaning and origin. Our kids don’t just learn the days of the week, they learn about the ancient gods the names represent. It makes English logical, not just an odd assortment of letters. Language is fascinating, and children really do adore it when taught this way.”

Rose says inner-city parents want

“Some parents *work* to make their kids smart — you can see them in the supermarket, pointing out each object, always talking to the child.

Others hardly talk to the child at all. This is why children start out school at very different levels, and the gap just keeps growing.”

their schools to teach phonics, rather than whole-language strategies that downplay systematic instruction in letters and sounds. “Our teachers are being introduced to something new — a very clear and logical approach to explaining how the English language functions. It’s something their students have not been receiving and which they themselves did not receive in school.”

Whatever your teaching tactics, Dr. Maria says, “you need to make a long-term commitment. Some districts are too eager to change course; the superintendent goes to a conference and hears about a new program, and everybody’s got to do it.”

Dr. Maria urges student teachers to focus more on youngsters’ reading comprehension. “I assign them to pick a difficult text and to tape-record their thought processes as they read it. They see how the mind searches for meaning

and makes connections to our previous experiences. Then they, in turn, can model this behavior for their students when the students are reading.

“Teaching reading is very complex,”

THE DYSLEXIA QUESTION

“In the 1960s, there was no such thing as ‘learning disabilities,’” says Susan Gitlitz-Tucker. “You were labeled as either ‘lazy,’ an ‘underachiever,’ or ‘mentally retarded.’” At least now, she says, schools recognize the problem exists. But as the mother of a dyslexic son (now 25), she also says we need to do much more.

“It’s hard for teachers to squeeze out the extra time to do something meaningful with these kids. The one thing that has changed is that parents are more aware and involved, more willing to demand assessment and special services.”

Learning disabilities such as dyslexia, according to the National Institute for Literacy, “include a wide variety of disorders, thought to be neurological in origin, that affect one or more of the basic processes involved in understanding or using spoken or written language.” Estimates of LD in the general population range from 3 percent up to 20 percent.

Dyslexic or otherwise, young boys struggle with reading far more often than do girls, confirms CNR professor Dr. Katherine Maria. “Whether it’s developmental or environmental, they tend to be more spatially oriented,” says the former elementary school reading instructor. “I had two sons with reading problems, so believe me, I know how parents feel.”



she adds, noting that society's increasing diversity only increases the challenge. "There are no simple answers. You've got to look at the individual child and figure out what works."

Different children respond to different methods, Dr. Hathaway agrees. "Some focus better on individual sounds or words, some do better with simple books — the differences are particularly striking with beginning readers. A child might have trouble with abstract words such as 'because' or 'between,' but might know every dinosaur name if that's what interests him. Good teachers learn to observe behavior and uncover what that interest is for each particular child."

Playing Catch-Up

The human connection that turns children into readers is also the best hope for adults in need of help, says Sr. Eileen Fane, OSU '63, who with Ursuline Social Outreach opened New Rochelle's Adult Learning Center in 1997 (*see sidebar on page 16*).

With at least one in five Americans now an immigrant or the child of immigrants, English as a Second Language is the new frontier in America's struggle for a literate society. Sr. Eileen's center serves 200 ESL students a semester, as many as it can handle. Despite a tight budget, she emphasizes individual and small-group instruction.

"I knew from trying to learn a foreign language myself that close, almost physical contact with the teacher is very important," she says. "Many literacy programs start out with the best of intentions but try to be too cost-effective. They become too large and bureaucratic, and the teachers don't make enough contact with the students."

The immigration influx does strain local budgets, Sr. Eileen acknowledges. "But if we could be more aggressive about helping people integrate into society, we'd be so much more ahead of the game. I'm amazed that our cities are not doing more to make sure the immigrant population does not become a new underclass."

One way the federal government is helping cities cope is through its Even

Start program, some 1,000 family literacy centers that share a similar approach but can be tailored to fit local needs. In the Tarrytowns, much like New Rochelle, that need is clear: ESL for a booming Latino population.

Even Start (not to be confused with Head Start) focuses on literacy education and other enrichment classes for parents and pre-schoolers. The key is the training parents receive to help their children succeed in school.

"A child might have trouble with abstract words such as 'because' or 'between,' but might know every dinosaur name if that's what interests him. Good teachers learn to observe behavior and uncover what that interest is for each particular child."

"What's really special is the parent-child interaction," says Susan Gitlitz-Tucker, who was hired to coordinate the Tarrytowns Even Start last fall after funding problems closed the Port Chester program. "Our home visitors try to model the things parents can do with their children at all ages, from talking and singing, to reading with the child, to talking with the child about reading and schoolwork."

Despite some government support, money is always tight at Even Start. A local clinic and church provide free space; Gitlitz-Tucker works with 15 families but could handle up to 40 with more room. "We've seen parents' confidence and self-esteem improve so much, and I know we're making progress from watching the children's performance in school. The youngsters we worked with in Port Chester over those eight years are doing so well — and then to lose that program, it just drives me crazy."

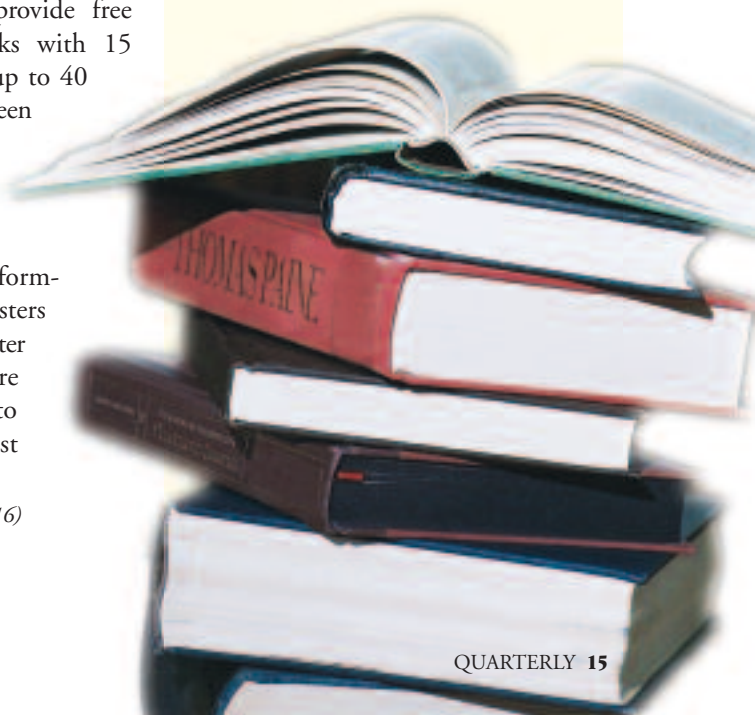
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THE LIBRARY CONNECTION

Much like schools and social services, the nation's public libraries have broadened their view of what constitutes literacy and are moving to reach an increasingly diverse population.

"There has always been an interest in finding and serving your audience," says Marge Mount Lynn SAS'69, technical services librarian at CNR's Gill Library, who notes that the immigration boom of the late 19th and early 20th centuries also helped spark a dramatic expansion in libraries' public role.

About 7,000 libraries now provide some form of adult literacy service, Lynn says. She points as a model to the borough library system of Queens, which serves America's most ethnically diverse county with a wealth of material for learners at all levels and from all cultures. "Today you have to meet people of many different ages, backgrounds, and educations at the point where they enter society."



Reading Between the Lines

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Establishing a Bond

Family literacy, much like adult learning before the GI Bill, is still a relatively new and misunderstood concept, Gitlitz-Tucker says. That is one reason why, in working with the entire family, Even Start home visitors must first establish trust. “We’re not here because you’re a bad family. We’re not here to order you around or to check how clean the apartment is. And we won’t show you up in front of your children — our parents are very motivated, but they need to build confidence.”

Joining Even Start is a major commitment for families already working long hours. “But immigrants come here with a lot of hope, despite the challenges,” Gitlitz-Tucker says. Sadly, as her years of social service have shown, “it can be much harder to engage Americans who

“Our most pressing issue is how we handle the invisible population of adult non-readers. People go to tremendous lengths to mask their problems. We must make it more acceptable for people to come forward and admit they need help.”

need help. They’ve often had such bad experiences in troubled families and crumbling schools; they don’t know anyone who has a good education, so they don’t realize the benefits.”

Barbara Farrell Dingee SAS’69, a former literacy volunteer, agrees that making the connection can be difficult. “You’re working with someone with a lot of other issues, a vicious cycle of problems.” But persistence does pay, she adds. “There are success stories.”

In her professional work, teaching English to foreigners preparing to attend U.S. colleges, Dingee often faces a roomful of students from a daunting variety of cultures. “I actually prefer it that way,” she laughs. “If they don’t all speak the same language, they don’t lapse back into that language with each other.”

Dingee’s classroom experience has taught her that some of the most vital learning takes place *outside* of class. “People learn best by being out and around, not just sitting at a desk. Take your students out on field trips, whether it’s to the Cloisters or just to the supermarket. Go around with the circular, have them read all the signs and labels.”

“They must have the chance to put what they learn into practice, in real-world situations,” Gitlitz-Tucker agrees, “not just taking a test or writing a paper. That’s why we started a pen-pal program instead of just doing form letters

A Place to Realize the American Dream



Sr. Eileen Fane looks on as a volunteer helps a woman learn English with the aid of an interactive computer program.

Supervising economic development projects in Latin America and India, Sr. Eileen Fane, OSU ’63 saw first-hand how illiteracy can frustrate people’s progress. “You can’t install a new pump unless you can read the directions,” she says. “Literacy education became a vital facet of everything we did.”

Once again, Sr. Eileen finds herself at work in a community where a growing literacy gap threatens hopes for a better life — not in some remote Andean

village, but right here in New Rochelle.

As the city’s Hispanic population has doubled over the past 10 years, immigrants hobbled by a lack of skills find hope restored at the Adult Learning Center, founded by Sr. Eileen five years ago with Ursuline Social Outreach.

Returning home from her work with Catholic Relief Services, Sr. Eileen longed to embark on a more spiritual project. But as she and fellow sisters assessed the changing face of New Rochelle, one need stood out: a place where local immigrants could learn English, find steady work, and realize the American Dream.

“This wasn’t what I’d envisioned doing — but I felt that this was what needed to be done.”

And done in Sr. Eileen’s own thorough way. “The services we saw being offered at the time consisted of a few good-hearted people dealing with large groups in basement rooms. I was a professional educator [with teaching experience in the South Bronx as well as at CNR], and I knew that a small student-teacher ratio was crucial. I also wanted a space that showed we respected the students, and where teachers would want to come as well.”

Sr. Eileen found just the place, at 572 Main Street. “Attracting students and volunteers was no problem, but we were really scrambling around for furniture.” Local businesses came to the rescue, “and we got some very nice things right out of the dumpster,” she laughs.

Sr. Eileen is energetic, energizing, and devoted to the poor,” says Sr. Jean Giebelhouse, learning center director and a ’65 CNR alumna. “She researched the area’s needs and concluded

in class. That's why we had a church organist teach Christmas carols in English, and we actually went out caroling." At any age and in any language, she says, "education has to be *meaningful*."

And even amid all our 21st-century technology, it's still the human connection that provides this meaning. But technology, surprisingly, may strengthen our connections, Dr. Hathaway predicts.

"The Internet not only offers a greater diversity of information, but the growth of email and all the other things we post on the web has sparked a renaissance of spontaneous writing for social interaction. If these opportunities continue to grow, we'll continue to become a more literate society."

HOW YOU CAN HELP

The programs featured in this story are always in need of more volunteers, along with cash, classroom space, and equipment. "We're always looking for donated computers for our Even Start families — and I don't mean Commodore 64s," laughs Susan Gitlitz-Tucker.

To learn how you can help, contact:

- **Adult Learning Center, New Rochelle:** Sr. Eileen Fane or Sr. Jean Giebelhouse, 914-633-7298.
- **The Tarrytowns Even Start:** Susan Gitlitz-Tucker, 914-332-0209.
- **Reading Reform Foundation:** Sandra Priest Rose, 212-307-7320.
- **Your local schools, libraries, and literacy organizations or the National Institute for Literacy Hotline at www.literacydirectory.org or 1-800-228-8813.**

Not even the statistics-obsessed U.S. government could tell us how many thousands of Americans serve as literacy volunteers (Literacy Volunteers of America and Laubach Literacy, two prominent groups now in the process of merging, account for 130,000 nationwide alone). Whatever the total number, your help will be welcome.

"We could do so much more if we just had more space or could find a way to stay open on weekends," says Adult Learning Center founder Sr. Eileen Fane. "Still, we simply have to spend what money we do have, and hope that more will come in. This whole thing was founded on a wing and a prayer, you know."

that ESL was a desperate priority, along with child care for those studying. Starting the center was a big risk, but she took it and convinced others to join her. The number of volunteers she has attracted is phenomenal." The center has about 60 active volunteers, from all walks of life, including CNR students. Srs. Jean and Eileen are the only paid employees.

English as a Second Language is the center's most popular course. "We can only take about 200 ESL students each semester," Sr. Eileen says. "We're bursting at the seams, the need is so great." Women outnumber men, especially in the daytime, and the center's day care room usually has about 20 youngsters toddling about.

Other center activities focus on citizenship preparation (not just civics and history for the exam, but also how to handle the lengthy application process) and job-oriented computer skills. "I would like to do more in terms of a job center," Sr. Eileen

says, but expanding services is difficult on a \$140,000 annual budget. Students pay just a \$40 registration fee, which helps insure their personal commitment but does not begin to cover costs. Although the center does receive Ursuline support, economic woes have eaten into city and private contributions.

Despite the daily fiscal challenges, she says, "there's no question we're making a significant difference. We've seen people come in not just with poor skills but a poor sense of themselves, and they've been able to gain the skills and get a good job.

"One woman had kept secret from her husband that she couldn't read or write; now she's going to school and a whole new world is opening up. Another who came in with no English went on to become head of her neighborhood PTA. And another we referred to a BOCES vocational program landed a \$28,000-a-year job at a major hotel."

There are disappointments, Sr. Eileen admits, but most of her students are eager and motivated. "Remember, they took quite a risk leaving home. There is a tremendous sense of self-respect."

While Americans remain divided on how to deal with the immigration boom, Sr. Eileen sees a clear need for action. If we cannot change the living conditions in their native lands, "we can at least give them a welcome here, a helping hand," she has written. "We are hoping to serve as a model of a single community, the family of God, which acknowledges no borders."

BEYOND THE BOOKS

WHEN ONE THINKS OF LIBRARY SCIENCES, IMAGES OF BOOKS AND SOLITARY RESEARCH OFTEN COME TO MIND. BUT, AS THESE CNR GRADUATES DEMONSTRATE, PROFESSIONAL WORK IN THE LIBRARY SCIENCES IS HARDLY PREDICTABLE — AND MOST CERTAINLY NOT BORING. **BY BARBRA MURRAY**



PATRICIA SMITH FREEMAN SNR'79, GS'88

Associate Professor — has been one of activity and achievement. Even before graduating from college, Freeman spent years working in the Crown Heights Public Library. When she saw that CNR's Gill Library was looking for a librarian, she knew she had to apply.

"I remember how I felt as an adult student when I went to the library to do research," she recalled. "I was embarrassed to ask for help because the staff seemed very impatient with me when I asked them something. Consequently, when I saw an announcement for a librarian at CNR, I answered it because I wanted to spare other adult learners the embarrassment I felt."

In addition to working for the College's library in one capacity or another for the past 21 years, Freeman has also been teaching for two decades and is now a tenured professor at CNR. She has been in her current library position since 1992. "As the coordinator of library services to the branch campuses of the School of New Resources, it's my responsibility to see to it that all the libraries are functioning properly, that they all have librarians, and that students' needs are being met," she explains. Freeman is in charge of six library branches at the SNR campuses: John Cardinal O'Connor Campus in the South Bronx; Rosa Parks Campus in Harlem; Co-op City Campus; DC-37 Campus and New York Theological Seminary Campus in lower Manhattan; and the Brooklyn Campus. Though she spends about one-third of her time at the Brooklyn Campus, she regularly travels throughout the six locations.

Even after a decade, Freeman still loves her work and finds

PATRICIA SMITH FREEMAN STARTED HER CAREER IN the field of homemaking and parenting, and it was not until ten years later that her focus changed from raising her family to furthering her education in library sciences. After receiving a bachelor's degree from CNR, she went on to receive an MLS from Pratt Institute. Another degree — a master's in gerontology from CNR — soon followed.

The road to her present post — as Coordinator of Library Services to the Branch Campuses at CNR's Gill Library and

it challenging and rewarding. But what stands out most in her mind as one of her most pride-inspiring endeavors at CNR is creating two of the six library facilities she now runs. “The most memorable project for me was being in on the ground floor planning of two sites — Brooklyn and Rosa Parks,” she says. “These libraries began in a tote bag.” And she means that literally, because she traveled between the campuses with a tote bag containing the beginnings of what would eventually become complete library facilities. “Now each campus has a collection of over 3,000 books and its own librarian,” Freeman notes. “When I came in 1981, they were just extension sites. We retained the space for the library in 1982 and started collecting books about a year later. I was a real pioneer. I was with them through the process of making them full-fledged campus libraries.”

MARY ANN DELINSKI NOWELL'S career path led her right up Pennsylvania Avenue to the White House Library — a long way from a CNR degree in physics. Though her career did begin in her chosen field of study, from the start of working at the Mathematics and Physics Library at the University of Pennsylvania, it became crystal clear to Nowell that her heart belonged to library science.

So, after earning her master's degree in the subject at Drexel University, she embarked on a career with the United States government that would span over 30 years and, ultimately, put her in the White House.

“My first professional job was as a civil servant for the Department of the Army in Heidelberg, Germany.” After spending several years in Germany, she returned to the U.S. to work for the Veteran's Administration, and later returned to work for the Army in Europe. She then returned to the States for the second time and took a position working for the Army and Air Force Surgeons General.

“Basically, I was a career civil servant,” she says. Then, a job in the White House caught her eye, and in the mid '90s, she was selected for the position as the Library Director for the White House.

“I felt that just being at the White House would be absolutely fantastic,” she says. “And it would be a chance to work at the highest level of the U.S. government. I also thought the work

would be very interesting and the people would be wonderful to work with — and all of that proved to be true.”

As the White House's Library Director, Nowell found herself in charge of not one, but three White House libraries within the complex, all of which make up the White House Library Program — the Eisenhower Executive Office Building (EEOB) Library, a general reference research library, and the Executive Office of the President Law Library, both located in the EEOB, and a third in the New Executive Office Building [NEOB], now called the NEOB Library. This library was originally the Bureau of the Budget Library, then came to be known as the Office of Management and Budget Library, and later incorporated other clients into the collection.

Clarifying the specific uses and purposes of each of the three reference centers, Nowell says, “The Law Library handles legal and legislative materials, while the EEOB Library focuses on the presidency, First Ladies, American and world history, politics, foreign relations,

When asked what her next professional move might be, Freeman first responds with a hearty and free-spirited laugh, indicating she is quite happy right where she is. “I enjoy what I do,” she says. “I enjoy working with the student population. It's a diverse group. I love my job.” She sums up her current state of mind by describing a recent event at Schomburg Center for Research in Black Culture where she was honored by the Daughters of Rizpah, a group that gives college scholarships to aspiring students. “The theme was ‘Passing the Key,’ which I really liked,” Freeman recalls. “I'm not ready to pass the key, but I like to encourage people and let them know we can do anything we want to do.” And everything she has achieved in life, she concludes, “could not have been done without God and my faith in Him.”



MARY ANN DELINSKI NOWELL
SAS'63

and national security. The NEOB Library focuses on the Federal budget, public administration, economics, trade, and business, with its main customers the Office of Management and Budget, Office of National Drug Control Policy, and U.S. Trade Representative.”

With the resources of the three libraries, Nowell and her staff provided reference and research services to not only the President but to all of the agencies within the Executive Office of the President. In other words, she researched for everyone from the Vice President to the National Security Council staff.

“The nature of the questions is very

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Beyond the Books

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different from agency to agency, as are the collections in each of the libraries,” she notes. “For example, we support the President on all official trips, as well as all State Visits to the White House. Whenever the President gives a speech, we work with the speechwriters. Anytime a public statement must be made on an issue, we thoroughly research that issue.”

Nowell’s tenure as the White House Library Director spanned two administrations — that of former President Bill Clinton and current President George

W. Bush. And while a great many departments changed in the White House with the change in leadership, the library was not one of them. “There were no differences between presidents from a research perspective because the job actually serves the presidency, as opposed to the person,” Nowell explains.

Although Nowell just recently retired — ending her career with seven years in her beloved position at the White House — she is still unable to discuss many specifics of her job due to national security concerns. Alas, details of any particularly interesting projects she directed are not easy to come by. However, she does offer a rather delectable tidbit on one of

her department’s past assignments.

“Probably the most unusual thing we’ve ever done was help to name a dessert created by the White House pastry chef for a state dinner,” she offers. Of course, she has to decline to share the name of the country for which the state dinner was being held. “[The chef] had certain criteria for his creation’s title, and combining those with our research on the customs and the literature of that particular country, the dessert was named.”

Now a new retiree, enjoying her free time with a variety of activities, Nowell has fond memories of her life at the White House. “I miss the people,” she says.

KAREN TESMACHER KNIPLING SPENDS HER DAYS working with some real characters — Disney characters that is. As the Resource Center Coordinator for Walt Disney Entertainment at Walt Disney World in Florida, Mickey, Goofy, and Pluto are just a part of an average day, along with Captain Hook, Snow White, and the Little Mermaid. Part of the group which develops live entertainment for Disney’s parks, resorts, and cruise line, Knipling says her job is never boring, since the new projects are endless.

Involved in each project from the very start as a researcher, Knipling’s work can vary from gathering photos from animation stills to culling pertinent historical information. With the wonderful world of Disney being as wonderfully expansive as it is, it goes without saying that there are a bevy of exciting and intriguing projects in which she has participated.

One such project was the recent “One Hundred Years of Magic,” in which she notes, “we did four new parades, one for each park, and a new show at the Magic Kingdom called ‘Cinderella’s Surprise Celebration.’” She goes on to explain that in order to complete the “Stars and Motorcars” display at the studio, they worked with the animation department to get photos of the characters Mike and Sulley from the film “Monsters Inc.” to the parade’s producer so a car suitable for the animated figures to ride in could be designed.

Knipling has been with Disney in various capacities since 1981. She began her career there in merchandising in the Disney shops, but the following year she was recruited by higher-ups to work in the Library for Imagineering during the Epcot Center development. Her work had stood out — as did her history. Her bosses were particularly interested in her library experience in New York.

“I was a library clerk in the New Rochelle Public Library, which was a wonderful learning experience,” she says. Before that, she worked at CNR for a year immediately following her graduation, an experience she describes as “great.” But her

KAREN TESMACHER KNIPLING SAS’74

CNR history goes back even further than her college days, since Knipling attended the College’s child study center as a child.

When she got started in library work for Disney, she was really getting in on the ground floor. Much to her surprise, Walt Disney World did not have

its own archive in Florida when she began. “Our Library for Imagineering was one of the first ones on the property,” Knipling notes. Up to that point, they relied on their libraries in California.

Just as she had worked in many departments at the New Rochelle Public Library, Knipling has worked in various capacities at Disney. “I went to accounting for a year after the Epcot development was finished,” she says. Then she spent 11 years in the library’s information services department where she learned “everything about computers and new technology.”

But it is her current position as the resource center coordinator, which she finds to be the ultimate thrill. “This is the highlight,” Knipling says, unable to conceal her sheer delight. “You get to see the work you’ve done put on the stage or in a parade, and it’s wonderful.”





KRISTEN KRAUSE McDONOUGH SAS'68

FOR THOSE WHO THINK LIBRARY work can be a somewhat solitary professional experience, Kristin Krause McDonough can prove that theory to be incorrect. As the Director of the New York Public Library's Science, Industry, and Business Library, McDonough spends a great deal of time working with students and other library patrons, demonstrating the best research routes for achieving their goals.

"I started as a library cataloguer 30-something years ago at the City University of New York," McDonough explains. "I decided that what I liked best was working with the public, specifically students. And I particularly liked showing people how to structure searches to hone in on their real questions and use the whole multiplicity of resources to either inform their search, or get the answer, or find the information that they needed to solve a problem."

Library Science has long been on McDonough's agenda. After graduating from CNR, she headed to the University of North Carolina at Chapel Hill to get an MLS degree. Prepared to pursue work in school librarianship back in New York, she couldn't resist when an offer to fill in for a technical services librarian at Staten Island Community College fell in her lap.

But while she enjoyed the work and found it challenging, she couldn't deny her overwhelming desire to work directly with library users. "I loved working with the students and faculty even more and was soon developing courses in the nuts and bolts of doing research in a variety of fields."

In 1980, McDonough moved on to Baruch College where she continued to focus on guiding students in methods of structuring searches for information relevant to course assignments. "I segued from doing more traditional reference work into starting a very exciting program of credit courses in how to do research in the humanities, how to do research in the social sciences, how to do research in business." She later went on to briefly serve as Baruch's Dean of the School of Education before becoming the college's Library Director. That job put her in the position of creating a library suitable for the 21st century — a job that led to extensive involvement with high-technology.

Her next step brought McDonough to her current locale at the Science Industry and Business Library (SIBL), one of four research centers within the New York Public Library system. Now director of a research library that is the "world's largest public information cen-

ter devoted entirely to business and science," she finds herself with a diverse professional group of clients.

"The public I serve now is largely not being sent to the library by teachers," she explains. "SIBL's public consists mainly of entrepreneurs, independent scientists, writers, and researchers who are not affiliated with an educational institution and need guidance in how to find and use information — data, ideas, formula, contacts, etc. — to start a business, obtain citizenship, apply for a grant, or complete a project at work."

In a typical day, McDonough might help a small-business person use a special system to find Southeast Asian distributors of handmade crafts to be sold in the United States; assist a fashion designer to confirm through the U.S. Patent Office's database that her new trademark is indeed original; or help an investment analyst use a variety of financial news, search engines, and books to develop a decade-long history of a client's portfolio. For McDonough the work is exciting and rarely repetitive. She says, "It's a never-ending thrill to come to the library each day and see our public lined up and watching the clock until the doors open."

(continued on page 22)

Beyond the Books

(continued from page 21)



JANE DIGIOIA KRALIK SAS'71

JANE DIGIOIA KRALIK NEVER DREAMED THAT THE answer to “Parlez-vous Francais?” would prove critical to her future career when she graduated from CNR in 1971 — just as her mother did in 1943. But that’s exactly what happened when newly married and with a master’s degree in library sciences, Kralik relocated to the predominantly French-speaking province of Montreal.

With the hope of a landing a library job in children’s and young adult services, she quickly found jobs in her chosen area hard to come by for someone relatively new to the French language. Undeterred, Kralik took her first professional position cataloging for the entire state school board in an English book-processing center.

Content but ever hungry for new challenges, Kralik soon moved on to the technical services section of a public library. “I was supervising the people that did the cataloging and hiring students to help me catalog the French material,” she recalls. As if that were not enough, she also worked at the reference desk and, of course, studied French diligently.

From there it was on to Ottawa, not because she had planned her latest career move, but because her husband had been transferred there. After a short stint as a stay-at-home mom — Kralik has two daughters — she found a cataloguing job in technical services for what was then called the Canadian Government’s National Museums of Canada. A diverse position with the National Energy Board soon followed.

“The National Energy Board regulated the exports of natural gas and electricity, but most of it was exports to the U.S., and they would have large public hearings on the rates and dif-

ferent issues,” says Kralik. “So in addition to a library with engineering books and economic books and a lot of legal material, they also had transcripts and submissions that were part of the regulatory process.”

After seven years there working in everything from technical services to reference and with lots of experience under her belt, she became head of technical services in a library of Industry Canada, an arm of the Canadian government roughly equivalent of the U.S. Department of Commerce. With the computerization revolution just taking hold, Kralik played a significant role in implementing the library’s automated system.

Certainly not averse to change, when an opportunity came up with the Canada Business Service Centers, providing information on how to start a business, she didn’t hesitate. As part of a group called the Secretariat, Kralik was part of the coordinating body for the entire network. “They were establishing these centers across the country and trying to provide provincial information. A client who’s going to start a business in Ottawa, Ontario, or Montreal, Quebec needs to know what the federal rules and regulations are — but he also needs to know what the provincial information is that can help him start this business.”

Next on her diverse career path was her role as project manager for one of Industry Canada’s websites, *Strategis Business Information*. What she found the database lacked was a more human touch. “We wanted to try to make it more user-friendly for these busy business people who didn’t have time to read a 300-page book, which was basically what the first version of the web site was — a book put up on the Internet.”

Kralik found the work both challenging and exciting. “It was a fascinating job in that they were using the theories of online learning,” Kralik notes. “My role was to coordinate six or seven different contractors, because it had to be translated. So I guess it was pretty much a classic project manager’s job.”

Not one to become complacent, Kralik made her most recent change this past October when she joined Industry Canada’s Industry Sectors division as a project officer. Industry Sectors involves a multitude of branches including life sciences, aerospace, automotive, energy, and marine. Currently, she’s managing a project to evaluate and review material that the industry sector is putting on the *Strategis* web site.

On the surface it may seem like she has gotten away from library work, but that is not the case at all. “I’m using my research skills to contribute to this e-commerce website,” she explains. “We’re looking at the keywords and the subjects. Again it’s very much how do you catalog and classify your information, what are the classifications that you need?”

And after nearly three decades in the world of library sciences, Kralik is hardly done exploring new facets of the business and meeting new people but she has worked hard to be able to fluently answer the question “Parlez-vous Francais?” with “Oui, Oui.”

COMING TOGETHER TO CELEBRATE THE FEAST OF THE EPIPHANY

"Epiphanies come suddenly to us. People from other cultures enter our lives and challenge us to new ways of seeing, knowing, and responding to God. September 11, 2001 was a painful epiphany, yet the horror of the loss brought out the best in us, demonstrated over and over again by countless stories of goodness." With these words, Brother Jack Rathschmidt, CNR Chaplain, truly captured the spirit of the day as the College marked the Feast of



the Epiphany in January with a special Mass and brunch. Joined by alumnae/i, family, and friends who had lost loved ones on September 11, the College Community came together to remember our blessings at a beautiful Liturgy in Holy Family Chapel.



Gathering at the brunch following Mass are Ligia Ryan, James Ryan, John Baio, Brother Jack Rathschmidt, Jeanne Ryan Baio SAS'96, and Renee Blackwell SAS'95.



New Graduate School Dean Named



A gifted educator and a deeply engaged and generous contributor to the life of the College for the past 10 years, Dr. Nancy Brown, Associate Professor of Early Childhood Educa-

tion, will assume the role of Dean of the Graduate School on July 1, 2002, succeeding Dr. Laura Ellis, who is retiring after 10 years as Dean.

"Since Dr. Brown joined the Graduate School faculty in 1992, the College and its students have been the beneficiaries of Dr. Brown's rich experience in special and therapeutic education, early childhood education, and art education as a clinician, teacher, and administrator," said Dr. Stephen J. Sweeny, CNR President. "Joined in overwhelming support by the College's Vice Presidents and Deans, as well as the Graduate School

faculty and staff, I make this appointment with considerable enthusiasm."

Professionally active, Dr. Brown contributes to her field of expertise and interest in a variety of ways, not the least of which has been her work at the United Nations on a range of child advocacy issues as the elected representative of the Association for Childhood Education International.

In fact, for Dr. Brown, it has always been about caring for the children. Prior to coming to the College, she served as principal of a school for children with pediatric AIDS, educational director of a school for autistic children, and as an adjunct professor at Teachers College, Columbia University, and Bank Street College of Education.

Dr. Brown holds a B.F.A. degree from Parsons School of Design, an M.S. in Special Education from Bank Street College of Education, an M.Ed. Degree in Anthropology and Education from Teachers College, Columbia University, and an Ed.D. from Teachers College. She has also done post-doctoral studies in Educational Administration at Bank Street College.

Partnership between Con Edison and CNR Results in Executive-in-Residence Program

The College now has an Executive-in-Residence Program, thanks to a partnership with Con Edison. As part of the pilot program, Archie M. Bankston, secretary and associate general counsel of Con Edison, brings his extensive experience in the corporate world to CNR. Available for educational seminars and panels, to mentor students, and for activities which strengthen the relationship of business and civic leaders to the College, Mr. Bankston will be a special resource for students, faculty, and staff.

"The generosity and civic minded spirit of Con Edison permits us to begin this very exciting program," said Dr. Stephen J. Sweeny, CNR President. "Archie Bankston's years at Con Edison, combined with his rich community service, including his leadership as a former member of the College's Board of Trustees, will be invaluable to the College Community. We look forward to his continued support as we advance our collaboration with business partners."

Mr. Bankston earned his law degree and MBA from Washington University and a bachelor's degree from Fisk University. Prior to joining Con Edison, he held legal and management positions with the Xerox Corp., PepsiCo, Inc., and General Foods Corp.



Students in a graduate Bioethics class have been among the beneficiaries of Archie Bankston's extensive business experience since the Executive-in-Residence Program began.



Sr. Mary Virginia Orna clarifies a point with students following the lecture.

Accepting What We Want to Accept, Believing What We Want to Believe – *and the Truth Behind the Hula Hoop*

Science and religion: a somewhat daunting subject, vast in its scope and with ethical questions such as human cloning constantly emerging even more immense in its controversy. But are science and religion really so different? The answer? Yes and no, according to Sr. Mary Virginia Orna, OSU, during a lecture sponsored by the Ursuline Institute at the College in February.

“Over the centuries, ever since science began to come into its own as a discipline, problems seemed to arise about science and religion – connoting an image of two trains crashing head on,” said Sr. Mary Virginia, a Professor of Chemistry at the College. “In fact, more than once, I’ve been asked how can I possibly be a scientist and also be a nun?”

After defining science and religion, Sr. Mary Virginia demonstrated the tools of science – observation, identification, description, experimental investigation, and theoretical explanation – with an experiment involving latex balloons and volunteers from the audience. When all the volunteers made different observations about the balloons, she concluded that we had learned “one of the first principles of scientific research: that we

accept what we want to accept, what we want to believe. So, science isn’t very different from many other practices.”

But there clearly are differences between the two. “Science is concerned with studying phenomena of the material world,” said Sr. Mary Virginia. “Religion is concerned with respect to a supernatural, higher power. Science uses the tools of the scientific method, tools that don’t seem to work with religion. Science is a human invention, while religion, at least on the part of God, certainly isn’t. And for the most part, in science, action seems appropriate to the intellect, whereas in religion, actions are appropriate to the heart and the will.”

Yet, Sr. Mary Virginia was equally adamant that there are similarities as well. “Both science and religion begin within a place of passion. Great scientists were people who were extremely passionate about learning, about being able to discover something, and they tried to surmount all odds in order to do that. It’s also a place of passion for each of us who are persons of faith.”

But this passion is perhaps at the crux of the problems between science and religion. “If there’s a place of pas-

sion in the human soul, it also means that we’re not neutral, because we come at it with this passion. We come at both of these loaded with assumptions, with prejudices, and often our conclusions are based on what we choose to accept as evidence.”

To illustrate her point, Sr. Mary Virginia used the questions surrounding the authenticity of the Shroud of Turin. “Scientists are on both sides of this question, and they’re about equal in numbers and equally passionate. They have carried out many tests on the Shroud, and some scientists choose to believe that it is authentic and others do not, but based on the same evidence. Do you think that’s not passion?”

Perhaps the most controversial part of the evening came with Sr. Mary Virginia’s suggestion that both science and religion were essentially useless. “People do not pursue science for practical ends. They pursue science because they want to know. They want to discover. They do so out of curiosity. And they don’t care if it’s ever going to be put to use. When your goal is to get something useful out of it, then you’re talking about technology. You use technology, not science, to gain power to control material things.”

Using another example to illustrate her point, she told of Phillips Petroleum Company’s discovery of polypropylene. After millions of dollars worth of research, they had discovered a substance that seemingly had no use, so they created one, by inventing the hula hoop. Today, polypropylene can be found in virtually everything, but at the time it was discovered, it was “useless.”

As for religion, “when it is *used* for control, power, and manipulation, that’s when you no longer have religion. What you have are things like the Crusades – a political, material event in the guise of religion. But religion, itself, the moment we begin to use it, we lose it.”

Questions on this point continued after the lecture, with one man asserting that “there was usefulness, a value, in the inquiry itself.” Clearly, there would be no agreement on the subject of science and religion, no matter how similar or different they may be.

– Lenore Carpinelli

Alumna Brightens the Lights on Broadway

Alumnae/i, students, and friends of the College had an extraordinary opportunity to see one of our own CNR stars in action recently – Mercedes Ruehl SAS'69, now appearing in “The Goat” with Bill Pullman on Broadway. An Academy Award- and Tony Award-winning actress, Mercedes welcomed CNR President Dr. Stephen Sweeny and a group of alumnae and faculty, including

Father Bernard McMahon who directed Mercedes in several Props and Paint productions during her CNR years, following the performance.



CELEBRATING THE ACCOMPLISHMENTS OF WOMEN

Though the College celebrates the achievement of women throughout the year, the month of March, nationally recognized as Women's History Month, consistently brings notable women speakers to campus. This year was no different with lectures by two very accomplished women – Dr. Linda Gordon, author and Professor of History at New York University, and Karen DeWitt, award-winning ABC News journalist.

Delivering this year's Elvira M. Dowell '36 Memorial Lecture, Dr. Linda Gordon focused on the intersection of values concerning race, class, and the family. Sharing the little-known, yet thought-provoking account of the true events surrounding the white vigilante action against Mexican-American foster parents of white Irish orphans in early 1900s Arizona, Dr. Gordon interspersed commentary with excerpts from her recently published book chronicling the incident, *The Great Orphan Abduction*.

Interestingly, explained Dr. Gordon, this campaign to forcibly abduct the children, the actions of which were later upheld by the United States Supreme Court, was led by women. “Motherhood constitutes a universal commonality for women,” said Dr. Gordon. “Wo-

men's passion for their children is visible across all racial lines.”

In a lecture sponsored by the Graduate School Division of Art & Communication Studies late in March, Karen DeWitt shared her insight on media in the 21st century, from the vantage point of her personal experience growing up in the Midwest in the 1950s and attending college during the Vietnam and Civil Rights era, as well as her extensive professional experience as a journalist with *The Washington Post*, *The New York Times*, and most recently ABC News.

Asking the question: “Who can you turn to for the real deal on upcoming and ongoing societal changes in the workplace, in the family, in education, medicine, business, and human relations?” she answered, “Newspapers once were the general interest media that really did cover the rich and the poor and tell us about the world... Now only sports journalism serves the rich and the poor alike. You can be either and still care about the New York Knicks...”



Prior to her lecture, Karen DeWitt took some time to share her expertise with several communications students.

“You can't look at how issues ought to be covered without looking at how they used to be covered,” she continued. “Technology advances, but understanding doesn't. So far, there isn't much indication that we've become better or more sophisticated at approaching issues that are out of our experience.”

Expressing doubt that the media today are up to the job, she challenged the audience to “define the news of the future. Look around at what affects you and your world, at what will affect it.... Make your media for the 21st century one that is inclusive, that makes its consumers truly informed citizens of a global village.”

— Lenore Carpinelli



Linda Gordon's discussion raised many questions from members of the audience.

From the Main Campus to Main Street: CNR Literacy Volunteers Making a Difference

Whether on the Main Campus or on Main Street, CNR student volunteers are paving the way for community members – young and old – who are eager to better their lives through educa-

tion. So, while SAS undergraduate tutors are traveling to local schools and community centers as part of the America Reads Program, graduate students are tutoring elementary school

children from the outside community in the Graduate School's Education Center on the Main Campus.

"I love working with senior citizens, because they just love to learn," says SAS senior Lourdes Parra, who teaches keyboarding and computer programs at the Adult Learning Center in New Rochelle. The benefits, she says, are reciprocal. "Through my work with the seniors, from helping them with registration and assessments to teaching word processing, I've certainly honed my 'people skills.'"

Tiffany Spicer, a junior majoring in Psychology/Education, has been involved with America Reads for three years and feels that the program is great preparation for a career in education. Tiffany, who currently tutors at Jefferson Elementary School in New Rochelle, has also been involved at other local schools and the public library, working with second and third graders to improve their reading skills. "It's so rewarding," she says. "By the end of the semester, you can see a major improvement in the kids' abilities, and you really feel like you've done something significant."

On campus, the Education Center continues to serve approximately 200 elementary school children each year – an effort begun almost 30 years ago. Working one-on-one with local school children, CNR graduate students help them develop their reading and math organizational skills. While many of the children are referred by their schools, some are brought by their parents to the center for assessment. "We don't turn any child in need away," says Dr. Marjorie Scholnick, Director of the Center.

Over the years, the Education Center has grown and advanced to include, in addition to the Assessment and Tutoring Program, a Speech-Language Pathology Program and will soon offer an At-Risk Reading Program. "There are great literacy programs being offered locally," says Dr. Scholnick. "But nothing as dynamic as what happens right here at the College in the Education Center."

– Irene Villaverde

Hard Work and Creative Vision: A Student Curator

The assignment may have been exhausting, but the commute was a breeze for Jessica Cioffoletti, CNR graduate student and Special Events/Castle Gallery secretary, who curated the exhibit, "Alexander Rutsch, A Retrospective," at the Castle Gallery last fall.

Jessica, a Studio Arts major whose office is located in the Castle Gallery itself, curated the show as part of her graduate internship, a 120-hour commitment which she described as "very hard work but well worth it."

As the curator, Jessica handled the exhibit "soup to nuts," writing the brochure, programming events, doing research, and conducting tours. "The installation alone took three days," she says. "And, because I work for the Gallery, I also handled the administrative and clerical tasks, which might not be typical for most curators." Rutsch's studio in Pelham, NY, had been untouched since his death in 1997 and contained thousands of pieces of work, most of which were undated, which made the research somewhat difficult. "Usually a curator will get information from books and articles about an artist, but there

weren't that many on Rutsch," Jessica explains. "Luckily, I was able to gather some very personal background from his wife Katherine, a Gallery Board member, and daughter Alexi Rutsch Brock, a New Rochelle High School art teacher. Their reminiscences and stories definitely colored how I presented the exhibit."

Jessica's hard work and creative vision came together in November at the opening reception, which was well attended by many of Alexander Rutsch's friends and neighbors who shared personal recollections as they moved through the exhibit.

Jessica enthusiastically encourages fellow students to seek out internships, "even if it means designing your own and proposing ways to make it happen. Having worked at the Gallery for over two years, I certainly knew what putting together an exhibit entailed," she says. "But the hands-

on ownership of an entire project and seeing it through to a successful end was an invaluable experience that will benefit me in whatever art field I enter."

– Irene Villaverde

Jessica Cioffoletti explains the significance of one of the works in the exhibit to two visitors at the opening reception.





SEARCHING FOR ANSWERS: A Student's Journey to Cuba

In CNR senior Mairi Garcia's dark eyes and intent stare you sense a young woman of intelligence, curiosity, and, above all, determination. It was that determined spirit, that unquenchable curiosity that moved Mairi to choose to study abroad this January in Cuba, the very country her parents had fled in 1959 when Fidel Castro came into power.

Through a Taylor Institute scholarship, Mairi, a Psychology/Spanish major, studied Contemporary Cuba in the 19th Century at Universidad de la Habana. The program was sponsored through The Center for Cross-Cultural Study and Willamette University in Massachusetts, and Mairi was one of 14 students participating from schools such as UC Berkeley, NYU, and the University of St. Thomas, to name a few.

Describing her experience as more than she had ever wished it could be, Mairi says, "My parents, who live in Miami, were against the trip and didn't want me to go, but I was very motivated. Everything I knew about Cuba I had learned from them. I had questions I wanted answers to, and I wanted to learn about Cuba's history, people, and economy first-hand so that I could make my own judgement."

Though there were frightening aspects – during her stay, the Taliban prisoners were transported to Guantánamo Bay – the Cuban people were so incredibly warm and welcoming that her fears were eased, and she was able to concentrate on her studies. "I bonded with the people immediately," says Mairi, "especially the workers at our

hotel who asked 'what are you?' and 'where are you from?' They seemed to know that I would answer 'Cuban American.'"

As part of the program, students were asked to complete ten interviews. Mairi, who plans to become a clinical psychologist, found the Cuban students she questioned to be extremely motivated and highly intelligent. In Cuba, they told her, you have two career choices – attend the university or work in the tourist industry. And, since bartenders, for example, might earn more than a doctor or professor because they add gratuities to their salaries, those who choose the university do so out of a strong commitment to those professions.

"We have so much that we take for granted," Mairi says, "The people in Cuba are busy finding ways to feed their children – to provide the basics for existence – while here, we are often busy trying to find ways to buy our children the latest video games or designer fashions." Mairi learned that the Cuban people do without what we consider the essentials. Toilet paper is non-existent, especially in public restrooms. There is no soap in public areas, and the plumbing is substandard. "Hot water is rare, and one day there was no running water at all," she says. "I took a lot of cold showers."

Once over the culture shock, Mairi says she came to appreciate the simple

things in life, a slower, quieter way of life. "Yes," she says, "Cuba is an underprivileged country, but if we look beyond its deficiencies, we see a country full of culture and history. The music, dance, and traditions are some of the countless treasures remaining in Cuba." Seizing the opportunity to experience first-hand what she had learned in her Spanish and Hispanic Literature courses, Mairi attended performances at playwright Garcia Lorca's theater in Havana, met Cuban poet Nancy Morejon, and visited the jail where Reinaldo Arenas, the subject of the book *Before Night Falls*, was imprisoned during the Revolution.

Returning home, Mairi reflects, "I went to Cuba with a closed mind and came back with open eyes. I wanted to prove or disprove my parents' opinion, but there are no black and white answers. Yes, there is poverty and a shortage of food in Cuba. But, there is also free education and one of the highest literacy rates in the world. Cubans are warm, proud people who opened their arms to us. They want us to feel the same toward them."

For Mairi, visiting her family's homeland was definitely not a "once-in-a-lifetime" experience. "I want to return to Cuba with my sister," she says. "I want to share with her that extraordinary country."

— Irene Villaverde

Celebrating Black History Month

At many of our campuses celebrating our heritage is an ongoing experience. However, Black History Month is celebrated officially during the month of February. As a guest at an event recently held at the John Cardinal O'Connor Campus, I shared in the moving spirituals and the excellent food of the celebrants. I was overwhelmed by the colors and styles of the native costumes of many of the people involved in the event. The headdresses and swirling skirts of purples, reds, and oranges were brilliant, and the music — a flute, a keyboard, and acappella singing — was both uplifting and beautiful.

After a warm welcome by Dr. Marguerite Coke, Campus Director, all were invited to share in the wonderfully creative program developed by Prenella Phillip, Coordinator of Retention. Led by Mistress of Ceremonies Samantha Waring, who also sang, performances included Dr. Dolores Bost, Instructional Staff, singing a song translated into Yoruba, and a poetry reading by Ernestine Paniagua, Librarian. A particular highlight of the event was a deeply moving rendition of Dr. Martin

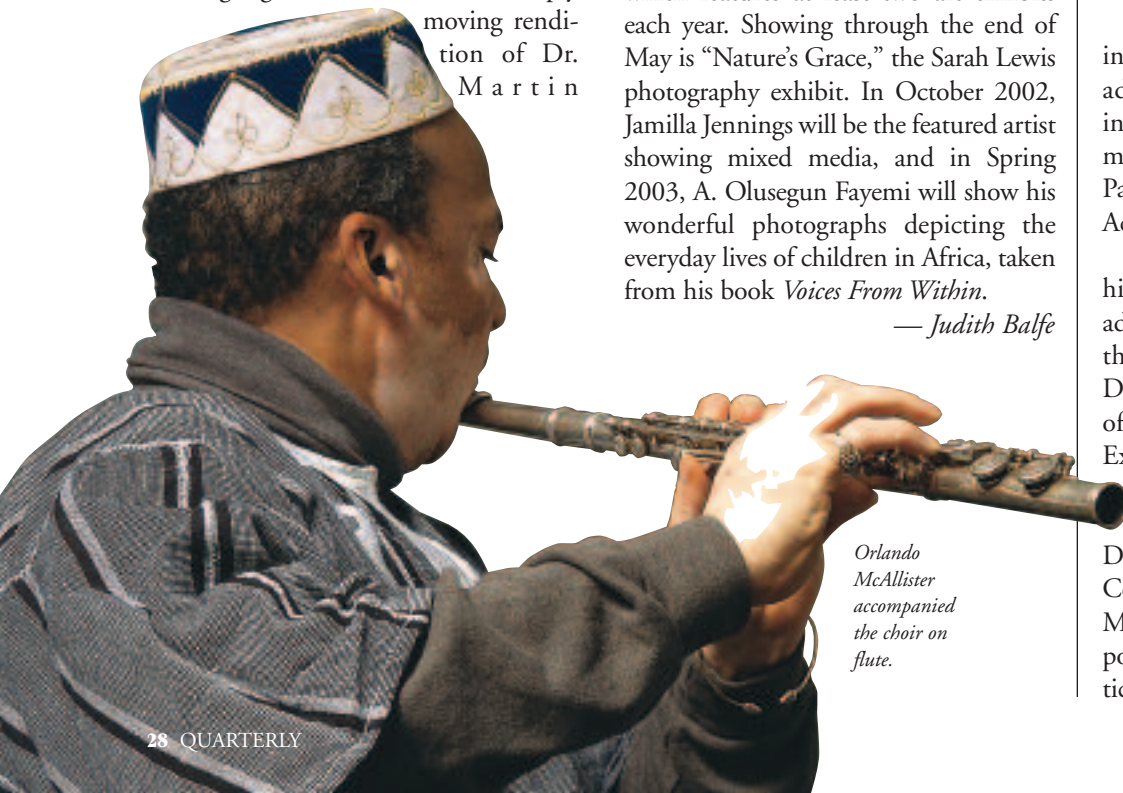


Campus Director Dr. Marguerite Coke (front center) and several members of the Campus celebrated their heritage by wearing traditional African dress.

Luther King Jr.'s speech "I Have a Dream," read by student Kenneth Barrett, who received a standing ovation. Mynece Thomas, Secretary, was resplendent in a purple dress and headpiece as she sang along with other members of the campus choir, which included Dr. Bost, Ms. Philip, Ms. Waring, and Dr. Coke, and was led by Mozell Steplight, Staff Assistant. Allison Farley accompanied them on keyboard.

The program left little doubt that the John Cardinal O'Connor Campus abounds in talent and the arts. It is the home of the Gordon Parks Gallery, which features at least two art exhibits each year. Showing through the end of May is "Nature's Grace," the Sarah Lewis photography exhibit. In October 2002, Jamilla Jennings will be the featured artist showing mixed media, and in Spring 2003, A. Olusegun Fayemi will show his wonderful photographs depicting the everyday lives of children in Africa, taken from his book *Voices From Within*.

— Judith Balfe



Orlando McAllister accompanied the choir on flute.



NATURE'S GRACE EXHIBIT OPENS AT GORDON PARKS GALLERY

Visitors to the Gordon Parks Gallery at the John Cardinal O'Connor Campus had the opportunity to view Sarah Lewis' beautiful photographs in the "Nature's Grace" exhibit this spring. A noted photographer specializing in art, architecture, and interiors, Ms. Lewis has taught photography at the School of New Resources for the past 25 years.

ELZA DINWIDDIE-BOYD OFFICIALLY NAMED SNR DEAN

It's official. Elza Dinwiddie-Boyd is now the Dean of the School of New Resources, having served as Acting Dean since July 2001.

"Elza Dinwiddie-Boyd has had a long and distinguished history with the School of New Resources and the College," said Dr. Stephen J. Sweeny, President, in making the appointment. "As a teacher and administrator, she has gifted us with her considerable talents and profound passion for our mission. She is a woman of wisdom, energy, commitment, and a ardent educator."

Joining the School of New Resources in 1981, Ms. Dinwiddie-Boyd served as adjunct faculty, a member of the instructional staff, Director of Assessment, and Campus Director of the Rosa Parks Campus, before being appointed Acting Dean last July.

Long devoted to opening doors of higher education for adult students, in addition to her more than 20 years with the School of New Resources, Ms. Dinwiddie-Boyd is one of the founders of Wayne State University's Community Extension Centers, a pioneering academic program designed to serve adult learners. She served as Assistant Director of the Community Extension Centers for nine years, while earning her M.Ed. at Wayne State. She has also done post-masters work in the field of linguistics.

Public Employee PRESS



DC37 Campus Up and Running at LaSalle Academy

BY DONNA SILBERBERG

Even during these troubled times, more than 400 DC37 members are working to earn degrees at the temporary home of the DC37 Campus of the School of New Resources of The College of New Rochelle.

The program is up and running at LaSalle Academy, on the corner of Second Avenue and Second Street in lower Manhattan. With DC37's Barclay Street headquarters closed since September 11, union and college officials arranged to hold classes at LaSalle Monday through Thursday evenings.

Sociology professor Frank Oruwari believes the September 11 disaster is affecting everyone. "I give these students a great deal of credit. Their schedules, their time, child care arrangements, and train delays all make this quite difficult. But DC37 students seem very on target and professional."

Gladys Jones, a member of Local 983, is in her first semester. She does school work at the library computer an hour before evening classes. In the morning, she drops her 7-year-old daughter Paige at school, arranges for a pickup by her mother, and puts in a full day at New York City's Housing Preservation Department. She spends her weekends studying.

"Without a college degree, I'll be stuck for the rest of my life," says Ms. Jones. "My daughter is all the motivation I need. I'm thirsty for the knowledge and extremely grateful to the union for providing this program."

Local 1070 Court Reporter Silvia Mondejar saw an ad in *Public Employee Press*, decided to enroll, and is in her second semester. "Now I sleep one hour less, have



DC37 Campus students are attending classes without interruption thanks to the generosity of LaSalle Academy.

less social life, and I'm much more organized, because I'm going to get a degree from an accredited college," she says.

Making new friends is also part of the college experience. First semester students Alrick Bell of Local 420, a Store Clerk at North Central Bronx Hospital, and Russell Roebuck of Local 375, a Supervisor of Mechanical Installation, encourage each other's aspirations. Mr. Roebuck admits that coming back to school after 35 years is tough. "I found out my skills were not as great as they should be. But we are determined to see this through."

Graduating seniors Laura Levine and Susie Genloven, both Family Associates in Local 372, met and became friends at the DC37 Campus, where they expect to

receive their degrees in January. Ms. Levine is a widow with two teenagers and a daughter in college. Ms. Genloven's children are 15, 19, and 21. Both know about the problems their classmates will encounter on the road to a degree. "Don't be discouraged. You can do it!" says Ms. Levine. "Dig your feet in and enjoy!" says Ms. Genloven.

"There were times when I would get home and say to my kids, 'I can't talk to you now. I have a 10-page paper to write,'" says Ms. Levine. "I'd feel bad about that, but now my daughter is in college, and we call each other about the papers we're both working on. Believe it or not, it gets easier along the way."

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CNR Launches Major Image Campaign

In February 2002, the College launched a major institutional awareness advertising campaign, entitled “CNR Wisdom for Life,” thanks in no small part to the generous support of CNR board member John Dooner, Chairman & CEO, The Interpublic Group of Companies. Unanimously approved by the Executive Board and Board of Trustees, the campaign followed an almost two-year collaborative and comprehensive effort of research, interviews, discussions, and creative work. The implementation of the College’s new visual identity, which includes a redesigned logo, will continue through Fall 2002. The ads are being displayed via national and local newspapers, subway kiosks throughout New York City, Westchester, and Connecticut and broadcast on select news radio stations.

Under the expert guidance of John Dooner, the College worked with an outstanding creative team from advertising agency, McCann-Erickson Worldwide (one of Interpublic’s subdivisions), to lead the College through this insightful and productive process. The results: a print and radio campaign that creatively demonstrates how a liberal arts education enriches life in unexpected ways.

United under the theme “CNR Wisdom for Life,” the series of ads portray everyday situations with insightful, serious, and in some cases comic dimensions through juxtaposition with actual course descriptions from the CNR catalog. For instance, in one ad, a man and a woman relax on a couch, the woman confidently pointing a remote control at a television while the man looks on dejectedly. Below the image appears the CNR course description for “WMS 148: Women, Gender, and Power.” In another ad, perplexed piano movers stand on a sidewalk with a baby grand piano and look up to a third-floor walk-up apartment with a narrow doorway — course description:



“PHY 112: General Physics.” On a more serious note, another ad displays a close-up photo of two Afghani women completely enclosed in the traditional Burka garment — course description: “INS 400: Global Perspectives on Women’s Rights.” Another ad features Mother Theresa addressing reporters at a press conference — course description: “REL 236: Women & Religion.”

Dr. Stephen J. Sweeny, CNR President, felt the campaign’s success would rely upon its ability to challenge the viewer to see how everyday situations are infused with complexities that could be addressed in an academic setting. Creative and artistic director of the campaign, Tom Jakab, commented, “It was clear from the start that CNR wanted a different tone from the campaigns we were accustomed to seeing for higher education.” He added, “CNR came to us to create a campaign that personified how its small, traditional, conservative Catholic women’s college has evolved to reflect the reality of a 2002 educational institution, with its traditional and non-traditional student population of more than 7,000 in New Rochelle and throughout New York City. We were thrilled their leadership really wanted us to produce provocative and playful concepts.”

Feedback and support for the campaign has been overwhelmingly positive. Hundreds of calls and emails from students, alumnae/i, faculty, prospective students, and visitors to New York have been received offering their congratulations on the campaign and seeking more information about CNR.

“Given our richly diverse student population and our continued commitment to educate from a woman’s perspective, we hope that the campaign will encourage conversations about how education informs issues of a global, familial, and an interpersonal nature,” says Dr. Sweeny. “We commend McCann Erickson for succeeding beyond our expectations!”

— Deborah Thomas





*Marguerite "Marty" Reinhardt SAS '28
never forgot The College of New Rochelle.*



Treasuring the warmth of lifelong friendships she made here and the spiritual and social values she learned here, Marty generously served the College, chairing alumnae/i events and actively participating in the College's Planned Giving Committee. Her first thought was always the continued welfare of the College. When Marty died in March 2000, she had already planned to remember her beloved CNR by leaving a generous portion of her estate to the College.

The gift of a bequest to The College of New Rochelle, no matter what the size, can make a lasting difference in the lives of CNR students. Marty wanted her bequest to be part of her legacy to CNR.

If you need more information or would like to talk with someone about including the College in your estate planning, please call the Office of College Advancement at 914-654-5286 or write c/o The College of New Rochelle, 29 Castle Place, New Rochelle, NY 10805.

If you have already included the College in your planning, please let us know so we can acknowledge your thoughtfulness!

We Remember...



Bob Porcelli with Sodexo employee Kathy Piscatelli (left) and his wife Cheryl.

Robert Porcelli

Lovingly known throughout the College Community as Chef Bob, Robert Porcelli was always accessible, forever hospitable. Taking considerable, obvious joy in being of service to others through his work as General Manager of Sodexo Campus Services for the past six years, Chef Bob also brought his contagious enthusiasm, his *joie de vivre* to the many students, faculty, and staff he came in contact with on a daily basis. When he passed away suddenly on December 6, 2001, the entire College Community joined his family in mourning his loss.

During a memorial mass, held in Holy Family Chapel just days following his death, Dr. Stephen J. Sweeny, CNR President, fondly remembered him for “how much we received from him: Bob, the baker, the chef, the food service manager. Bob, the interested, supportive member of this community, and we celebrate not just what he did – but who he was.”

Bob Porcelli was indeed a wonderful person and will be deeply missed.

Jean Murphy Gilbane '45

After graduating from The College of New Rochelle, Jean Murphy Gilbane went on to pursue a career, raise six children, and be an active member of her community. But throughout her life, she continued her commitment to her beloved alma mater as a generous supporter, hosting College events at her home in Rhode Island and serving as a member of the Board of Trustees from 1985 to 1988. Sadly, Jean passed away suddenly on January 16, 2002.

With thanks for giving of herself on behalf of others, the entire College Community extends our prayers and sympathy to her family.

Robert McCooley

Long-time friend and former Trustee Robert McCooley passed away on November 16, 2001. In a lifetime of service to numerous hospitals, Catholic and youth organizations, and educational institutions, he was passionate about the mission of the College, the alma mater of his mother, Elizabeth Larney McCooley '21.

In the words of CNR President Dr. Stephen J. Sweeny, “his wise counsel and support over decades helped to strengthen and sustain us. His life of extraordinary charity has given great witness and encourages us all to do likewise.”

With his beloved family, we mourn his loss and celebrate his life.

Phyllis Stephens



A generous, gentle presence, Phyllis Stephens made an impressive contribution to the quality of life at the College during her eight years as a librarian first at the main campus and more recently at the Rosa Parks Campus of the School of New Resources. After a long illness, Phyllis passed away on February 24, 2002.

Joining the College in 1994 as an Adjunct Librarian, Phyllis was also known as a talented storyteller, and the College Community became the beneficiary of her gift to illuminate the meaning of the human experience on many occasions.

A very special citizen of the College Community, may she rest in peace.



REMEMBER THE FIRST TIME... YOU CAME TO CAMPUS? MET YOUR SOON-TO-BE BEST FRIEND? MADE YOUR FIRST GIFT TO CNR'S ANNUAL FUND?

The generosity of those who give to the College's Annual Fund make first-time memories possible for new generations of CNR students by supporting student financial aid, innovative academic programs, and current technological resources.



Haven't made your first gift yet?

Consider these ways to support CNR's Annual Fund:

Cash or Credit Card: the simplest and most immediate way to support CNR. Gifts may be pledged and paid over one or more months during the fund year from July 1 to June 30. A postage-free gift envelope is enclosed in this issue of *Quarterly*.

Appreciated Securities: contributions of stocks, bonds and/or mutual funds that you have owned longer than one year are exempt from capital gains taxes that would be due if you sold the security. In most cases, a donor can claim a charitable income tax deduction equal to the full fair market value of the appreciated securities.

Life Income Gifts: various options are available that will benefit the donor and the College. Most offer financial benefits

such as an income for life to the donor and a second beneficiary, a charitable income tax deduction, a higher rate of return than many current investments, a reduction or avoidance of capital gains taxes, savings on estate and gift taxes, or professional investment management.

Bequests: a gift made through a will is a good way to make an additional or larger contribution to the College. You can leave specific dollar amounts or a percentage of your estate. Through a bequest, you make a gift without depleting current assets, and eliminate or reduce federal estate taxes for your heirs.

For More Information

For information on making a gift to The College of New Rochelle, please call Marilyn Saulle, Acting Director of Annual Giving, 914-654-5917 or log on to our website at www.cnr.edu/CNR/cnr-gifts.html to download a pledge form.

Have You Seen This Ad? It's Part of the College's New Ad Campaign!

(Read more about it on page 30)



implications of environmental issues.

PHL 240 Critical Issues in Environmentalism

This course will prepare students to critically
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